**Comprehension Self-Assessment (EDC 423)**

**Part 1:** Select a challenging reading assignment from a different class (not EDC 423). Read and take notes as you would normally.

Rate your understanding of what you read: (circle one)

1 2 3 4 5

No understanding Shallow Understanding Moderate Understanding Deep Understanding

**Part 2:** Refer to the chart on the next pages, an adaptation of Cornett’s Comprehension Self-Assessment (see more on p. 64 and Appendix pages 359-364). Reflect on your use of comprehension strategies that characterize deep reading for meaning and understanding.

* Write yes or no for each. If you wrote yes, use the right column to briefly describe what you did. If you wrote no, consider what you could have done to more actively engage in this strategy while reading (no need to write this out).

**Part 3.** Select an excerpt from the text (at least two pages) that you found especially challenging. Reread this excerpt and actively apply each strategy in the chart at least once. Use the margins of your reading, underlining/highlighting, sticky notes, or a separate notes page to demonstrate your active use of these strategies. (This is called active reading). **Number your use of the strategy** to correspond with the strategy number in the chart. MAKE A COPY OF YOUR ACTIVE READING AND HAND THIS IN WITH YOUR ASSIGNMENT.

In the chart, make a quick note of what you did and if it helped (when appropriate, write the strategy number in the margins of your reading where you applied it).

**Part 4: Reflect on your use of active reading comprehension strategies**

Rate your understanding of what you read after applying these strategies: (circle one)

1 2 3 4 5

No understanding Shallow Understanding Moderate Understanding Deep Understanding

Compare your level of understanding from your re-reading to your first reading. Briefly reflect on your strategy use and what you learned from this comprehension self-assessment.

**Rubric**

|  |  |
| --- | --- |
| **Identified use of strategies** in initial reading by completing Yes/No Column of chart (2 points) |  |
| **Applied active reading strategies** to rereading with evidence handed in (6 pts) |  |
| **Completed strategy table with brief notes** about use of strategies (4 points) |  |
| **Thoughtfully reflected** on use of strategies and insights gleaned from assignment (3 points) |  |
| **TOTAL (15 points)** |  |

|  |  |  |
| --- | --- | --- |
| **BEFORE YES /**  **NO** | **Active reading strategy for comprehending text (Give brief example of what you did or explain how it helped if you went back and did it).** | **After**  **(YES)** |
|  | **BEFORE READING** |  |
|  | **1. Set purpose:** I set a clear and explicit purpose: |  |
|  | **2. Overview**: I overviewed the text to predict content and organization? |  |
|  | **DURING READING** |  |
|  | **3. Determine important ideas**: I gathered key ideas to take meaning and to make meaning. (Identify at least two key ideas) |  |
|  | **4. Infer:** I used text evidence to infer the most important ideas. (give example of the text clues and the inference you made here) |  |
|  | **5. Ask questions:** I thought about what the author wants me to know. (give example of question you posed) |  |
|  | **6. Visualize:** I made at least one mental image related to the text. (give example) |  |
|  | **7. Connect:** I spiraled back at least once to confirm or reject my earlier thinking (describe the connection). |  |
|  | **8. Monitor:** I stopped to ask myself if the text made sense and took specific actions if it didn’t (indicate where you got stuck and what you did) |  |
|  | **9. Analyze:** I zoomed in to read more closely and then zoomed back out to help me know what’s most important. (Give example of this) |  |
|  | **10. Reflect:** I took a break from reading to reconsider important ideas in my head. (Explain an idea you reflected on during your break). |  |
|  | **AFTER READING** |  |
|  | **11. Organize:** I synthesized the big ideas in my head. (Give example here). |  |
|  | **12. Shape:** I linked my synthesis of big ideas back to my reading purpose. (Give example of connection) |  |
|  | **13. Transform:** I synthesized the big ideas in some type of final comprehension product beyond my notes (a short list, a reflective statement, a sketch, etc). |  |
|  | **14. Share/Publish:** I shared my product with someone else. (indicate who you shared it with) |  |

**Reflection:** On the back of this page, compare your level of understanding from your re-reading to your first reading and briefly reflect on your strategy use and what you learned about yourself as a reader from this comprehension self-assessment. Then consider the implications of your strategy use for how you teach elementary students how to actively engage with texts to make meaning (3 points)

**REMEMBER TO ATTACH YOUR 1-2 PAGES OF EVIDENCE OF YOUR ACTIVE READING! (This might be sticky notes, annotations in the margins, etc.)**